



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 12251591
SAU: MSAD 31
School: Hichborn Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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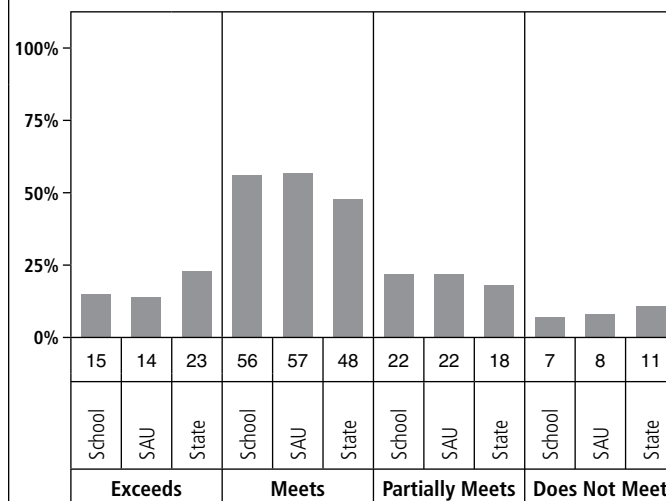
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: MSAD 31
School: Highborn Middle School

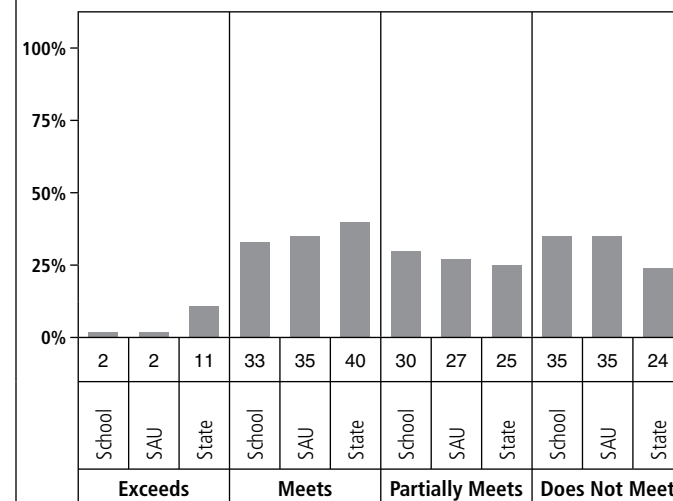
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	841	842	845
2006–2007	850	850	847
2007–2008	847	847	849
Cum. Avg. *	846	846	847
Mathematics			
2005–2006	834	834	840
2006–2007	843	843	842
2007–2008	834	835	841
Cum. Avg. *	837	837	841
Science & Technology			
2005–2006	840	840	846
2006–2007	844	844	847
2007–2008	841	842	847
Cum. Avg. *	842	842	847

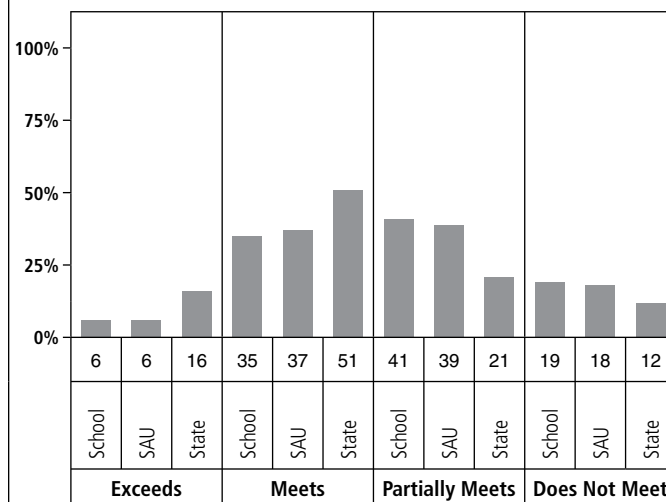
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	56	100	53	100	15274	100	56	100	53	100	15102	99	56	100	53	100	15097	99	56	100	53	100	15080	99						
Ethnicity African American/Black	1	2	1	2	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	55	98	52	98	14461	95	55	100	52	100	14312	99	55	100	52	100	14302	99	55	100	52	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	14	25	14	26	2508	16	14	100	14	100	2446	98	14	100	14	100	2441	98	14	100	14	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	28	50	26	49	5420	35	28	100	26	100	5329	99	28	100	26	100	5324	99	28	100	26	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	84	44	83	12703	83	47	84	44	83	12694	83	47	84	44	83	12710	83						
Identified disability (PET/IEP)	5	11	5	11	437	3	5	11	5	11	421	3	5	11	5	11	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	2	4	0	0	229	2	2	4	0	0	231	2	2	4	0	0	230	2						
Participation with accommodations	7	13	7	13	2221	15	7	13	7	13	2227	15	7	13	7	13	2197	14						
Identified disability (PET/IEP)	7	100	7	100	1832	82	7	100	7	100	1844	83	7	100	7	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	2	4	2	4	177	1	2	4	2	4	176	1	2	4	2	4	173	1						
Identified disability (PET/IEP)	2	100	2	100	177	100	2	100	2	100	176	100	2	100	2	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	5	9	5	9	2695	17
	2006-2007	9	20	8	19	2407	16
	2007-2008	8	15	7	14	3428	23
	Cum. Total*	22	14	20	14	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	20	37	21	40	6830	42
	2006-2007	25	56	25	58	7494	49
	2007-2008	30	56	29	57	7179	48
	Cum. Total*	75	49	75	51	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	18	33	17	32	3741	23
	2006-2007	7	16	6	14	3628	24
	2007-2008	12	22	11	22	2706	18
	Cum. Total*	37	24	34	23	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	11	20	10	19	3003	18
	2006-2007	4	9	4	9	1810	12
	2007-2008	4	7	4	8	1611	11
	Cum. Total*	19	12	18	12	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.6	63.6	35.5	63.4	36.9	65.9
Literary Text	28	50	17.3	61.8	17.3	61.8	18.3	65.4
Informational Text	28	50	18.3	65.4	18.2	65.0	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA–READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Highborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	8	15	30	56	12	22	4	7	847	51	14	57	22	8	847	14924	23	48	18	11	849
Ethnicity																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	53	7	13	30	57	12	23	4	8	847	50	12	58	22	8	846	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	5	42	4	33	3	25	837	12	0	42	33	25	837	2269	3	24	32	42	833
No	42	8	19	25	60	8	19	1	2	850	39	18	62	18	3	850	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	54	8	15	30	56	12	22	4	7	847	51	14	57	22	8	847	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	27	3	11	13	48	8	30	3	11	845	25	8	48	32	12	844	5222	12	44	25	19	843
No	27	5	19	17	63	4	15	1	4	850	26	19	65	12	4	850	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	54	8	15	30	56	12	22	4	7	847	51	14	57	22	8	847	14917	23	48	18	11	849
Gender																						
Female	26	6	23	14	54	6	23	0	0	852	24	21	58	21	0	853	7198	30	48	15	7	853
Male	28	2	7	16	57	6	21	4	14	843	27	7	56	22	15	842	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	54	8	15	30	56	12	22	4	7	847	51	14	57	22	8	847	14117	24	49	17	10	850
Gifted/talented program																						
Yes	1										1						592	71	28	1	0	867
No	53	7	13	30	57	12	23	4	8	847	50	12	58	22	8	846	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	0	0	4	67	2	33	831	12	0	0	67	33	831	9	10	39	24	26	841
B. less than one hour	50	1	4	17	63	7	26	2	7	844	51	4	65	23	8	845	46	20	50	20	11	849
C. one to two hours	39	7	33	13	62	1	5	0	0	856	37	32	63	5	0	856	41	28	49	15	7	852
D. more than two hours	0										0						5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	54	4	14	17	59	6	21	2	7	847	55	11	61	21	7	847	33	31	48	14	7	853
B. They match some of what I have learned.	39	4	19	12	57	4	19	1	5	849	37	21	58	16	5	850	53	21	51	19	9	849
C. They match just a little of what I have learned.	6	0	0	1	33	2	67	0	0	841	6	0	33	67	0	841	11	14	41	25	20	844
D. There is no match.	2	0	0	0	0	0	0	1	100	824	2	0	0	0	100	824	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	3	18	10	59	4	24	0	0	853	33	18	59	24	0	853	31	42	44	8	6	857
B. good	56	5	17	16	53	7	23	2	7	846	53	15	56	22	7	846	49	19	54	19	9	849
C. fair	11	0	0	4	67	1	17	1	17	840	12	0	67	17	17	840	18	5	42	31	22	840
D. poor	2	0	0	0	0	0	0	1	100	816	2	0	0	0	100	816	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	1	9	7	64	3	27	0	0	849	22	9	64	27	0	849	15	16	44	22	18	845
B. about the same as my regular schoolwork	68	7	19	19	53	7	19	3	8	848	66	18	55	18	9	848	65	23	49	18	9	850
C. easier than my regular schoolwork	11	0	0	4	67	1	17	1	17	839	12	0	67	17	17	839	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	1	25	3	75	0	0	841	6	0	33	67	0	843	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	71	4	11	23	62	8	22	2	5	847	71	9	63	23	6	846	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	21	4	36	5	45	1	9	1	9	852	22	36	45	9	9	852	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	4	14	17	59	6	21	2	7	846	55	14	61	18	7	847	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	44	4	17	13	54	6	25	1	4	849	43	14	55	27	5	849	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	0	0	1	100	828	2	0	0	0	100	828	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	28	4	27	7	47	4	27	0	0	854	27	21	50	29	0	853	18	31	47	13	9	852
B. 20 minutes to an hour	30	3	19	10	63	3	19	0	0	851	31	19	63	19	0	851	41	28	49	15	7	852
C. less than 20 minutes	9	1	20	2	40	1	20	1	20	844	8	25	25	25	25	843	13	20	49	18	12	848
D. I rarely read at home.	33	0	0	11	61	4	22	3	17	840	33	0	65	18	18	840	28	12	47	26	16	844
How do you feel about the following statement? <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	50	6	22	16	59	4	15	1	4	852	51	19	62	15	4	852	43	31	48	14	7	853
B. agree	43	2	9	13	57	6	26	2	9	843	43	9	55	27	9	843	48	18	50	20	12	848
C. disagree	4	0	0	1	50	1	50	0	0	840	2	0	100	0	0	844	6	11	43	24	21	843
D. strongly disagree	4	0	0	0	0	1	50	1	50	830	4	0	0	50	50	830	2	6	36	32	26	839
Optional school/SAU question																						
A.	75	0	0	0	0	2	67	1	33	829	75	0	0	67	33	829						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	836	25	0	0	100	0	836						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	0	0	0	0	1714	11
	2006-2007	2	4	2	5	1952	13
	2007-2008	1	2	1	2	1657	11
	Cum. Total*	3	2	3	2	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	15	28	14	26	5533	34
	2006-2007	26	58	25	58	5870	38
	2007-2008	18	33	18	35	5956	40
	Cum. Total*	59	39	57	39	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	19	35	19	36	4764	29
	2006-2007	9	20	8	19	3982	26
	2007-2008	16	30	14	27	3729	25
	Cum. Total*	44	29	41	28	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	20	37	20	38	4251	26
	2006-2007	8	18	8	19	3534	23
	2007-2008	19	35	18	35	3579	24
	Cum. Total*	47	31	46	31	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	6.9	43.1	7.0	43.8	8.4	52.5
Cluster 2: Shape and Size	14	25	4.8	34.3	4.8	34.3	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.5	56.3	4.5	56.3	4.6	57.5
Cluster 4: Patterns	18	32	7.2	40.0	7.3	40.6	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Hichborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	1	2	18	33	16	30	19	35	834	51	2	35	27	35	835	14921	11	40	25	24	841
Ethnicity																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	53	1	2	17	32	16	30	19	36	834	50	2	34	28	36	834	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	0	0	1	8	11	92	815	12	0	0	8	92	815	2265	1	14	22	62	824
No	42	1	2	18	43	15	36	8	19	840	39	3	46	33	18	841	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	54	1	2	18	33	16	30	19	35	834	51	2	35	27	35	835	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	27	0	0	5	19	9	33	13	48	829	25	0	20	32	48	829	5217	5	30	29	37	834
No	27	1	4	13	48	7	26	6	22	840	26	4	50	23	23	840	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	54	1	2	18	33	16	30	19	35	834	51	2	35	27	35	835	14914	11	40	25	24	841
Gender																						
Female	26	0	0	10	38	6	23	10	38	834	24	0	42	17	42	834	7199	11	40	26	23	841
Male	28	1	4	8	29	10	36	9	32	835	27	4	30	37	30	835	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	54	1	2	18	33	16	30	19	35	834	51	2	35	27	35	835	14115	12	41	25	23	842
Gifted/talented program																						
Yes	1										1						592	58	39	2	1	864
No	53	1	2	17	32	16	30	19	36	834	50	2	34	28	36	834	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	0	0	0	0	1	17	5	83	820	12	0	0	17	83	820	9	5	30	23	41	833
B. less than one hour	50	0	0	9	33	9	33	9	33	833	51	0	35	31	35	833	46	10	40	26	25	840
C. one to two hours	39	1	5	9	43	6	29	5	24	840	37	5	47	26	21	841	41	14	42	25	19	843
D. more than two hours	0										0						5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	17	0	0	2	22	3	33	4	44	829	16	0	25	25	50	829	30	17	43	22	18	845
B. They match some of what I have learned.	52	1	4	11	39	8	29	8	29	838	51	4	42	27	27	838	50	10	42	26	22	841
C. They match just a little of what I have learned.	26	0	0	5	36	4	29	5	36	835	27	0	36	29	36	835	17	6	32	29	33	836
D. There is no match.	6	0	0	0	0	1	33	2	67	815	6	0	0	33	67	815	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	20	1	9	3	27	3	27	4	36	835	22	9	27	27	36	835	26	29	46	14	11	851
B. good	44	0	0	10	42	8	33	6	25	837	45	0	43	30	26	837	45	7	46	27	20	841
C. fair	24	0	0	4	31	4	31	5	38	834	24	0	33	33	33	835	23	1	26	34	38	833
D. poor	11	0	0	1	17	1	17	4	67	821	10	0	20	0	80	819	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	38	0	0	6	32	5	26	8	42	831	40	0	32	26	42	831	34	4	35	28	32	836
B. about the same as my regular schoolwork	56	1	4	11	39	9	32	7	25	839	53	4	44	28	24	839	52	10	43	26	21	842
C. easier than my regular schoolwork	6	0	0	1	33	0	0	2	67	824	6	0	33	0	67	824	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	57	0	0	9	30	9	30	12	40	833	56	0	32	29	39	833	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	40	1	5	9	43	7	33	4	19	839	40	5	45	30	20	839	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	0	0	2	100	815	4	0	0	0	100	815	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	1	50	0	0	1	50	831	4	0	50	0	50	831	9	6	38	27	29	837
B. two or three days a week	31	0	0	4	24	9	53	4	24	833	27	0	29	50	21	833	16	8	38	27	27	839
C. two or three times each month	39	1	5	9	43	5	24	6	29	840	41	5	43	24	29	840	28	12	41	27	21	843
D. never or almost never	26	0	0	4	29	2	14	8	57	829	27	0	29	14	57	829	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	54	0	0	14	48	9	31	6	21	841	51	0	54	27	19	842	38	14	42	23	21	843
B. two or three times a week	28	0	0	4	27	5	33	6	40	829	29	0	27	33	40	829	33	10	41	26	23	841
C. two or three times each month	13	1	14	0	0	2	29	4	57	830	14	14	0	29	57	830	18	10	36	27	27	840
D. never or almost never	6	0	0	0	0	0	0	3	100	809	6	0	0	0	100	809	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	44	1	4	12	50	2	8	9	38	838	47	4	50	8	38	838	54	14	44	23	18	844
B. agree	46	0	0	5	20	12	48	8	32	832	43	0	23	45	32	833	38	8	36	27	28	838
C. disagree	6	0	0	1	33	1	33	1	33	827	6	0	33	33	33	827	6	6	31	28	36	835
D. strongly disagree	4	0	0	0	0	1	50	1	50	830	4	0	0	50	50	830	2	3	23	25	49	831
Optional school/SAU question																						
A.	75	0	0	0	0	1	33	2	67	825	75	0	0	33	67	825						
B.	0										0											
C.	25	0	0	0	0	0	0	1	100	828	25	0	0	0	100	828						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 31
School: Hichborn Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	1	2	1	2	1879	12
	2006-2007	1	2	1	2	2192	14
	2007-2008	3	6	3	6	2371	16
	Cum. Total*	5	3	5	3	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	22	41	22	42	8604	53
	2006-2007	26	58	25	58	7916	52
	2007-2008	19	35	19	37	7630	51
	Cum. Total*	67	44	66	45	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	22	41	22	42	3618	22
	2006-2007	14	31	13	30	3340	22
	2007-2008	22	41	20	39	3175	21
	Cum. Total*	58	38	55	37	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	9	17	8	15	2174	13
	2006-2007	4	9	4	9	1865	12
	2007-2008	10	19	9	18	1731	12
	Cum. Total*	23	15	21	14	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.5	53.6	7.5	53.6	8.1	57.9
Cluster 2: Physical Sciences	14	25	5.5	39.3	5.5	39.3	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	7.1	50.7	7.3	52.1	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	7.1	50.7	7.1	50.7	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsltgles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Highborn Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	3	6	19	35	22	41	10	19	841	51	6	37	39	18	842	14907	16	51	21	12	847
Ethnicity																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	53	2	4	19	36	22	42	10	19	841	50	4	38	40	18	841	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	12	0	0	2	17	5	42	5	42	834	12	0	17	42	42	834	2258	3	29	31	37	836
No	42	3	7	17	40	17	40	5	12	843	39	8	44	38	10	844	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	54	3	6	19	35	22	41	10	19	841	51	6	37	39	18	842	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	27	0	0	9	33	10	37	8	30	837	25	0	36	32	32	838	5206	8	45	28	20	842
No	27	3	11	10	37	12	44	2	7	845	26	12	38	46	4	845	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	54	3	6	19	35	22	41	10	19	841	51	6	37	39	18	842	14900	16	51	21	12	847
Gender																						
Female	26	2	8	7	27	14	54	3	12	842	24	8	29	54	8	843	7196	14	52	23	12	847
Male	28	1	4	12	43	8	29	7	25	840	27	4	44	26	26	840	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	54	3	6	19	35	22	41	10	19	841	51	6	37	39	18	842	14103	16	52	21	11	848
Gifted/talented program																						
Yes	1										1						592	63	35	1	0	865
No	53	2	4	19	36	22	42	10	19	841	50	4	38	40	18	841	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: MSAD 31

School: Hichborn Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 50 39 0	0 1 2	0 4 10	0 8 11	0 30 52	1 13 8	17 48 38	5 5 0	83 19 0	827 840 846	12 51 37 0	0 4 11	0 31 58	17 50 32	83 15 0	827 841 847	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	46 35 13 6	0 3 0 0	0 16 0 0	11 8 0 0	44 42 0 0	10 6 6 0	40 32 86 0	4 2 1 3	16 11 14 100	842 846 835 820	49 33 12 6	0 18 0 0	44 47 0 0	40 24 100 0	16 12 0 100	842 847 837 820	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	20 46 24 9	1 2 0 0	9 8 0 0	6 9 4 0	55 36 31 0	2 12 7 1	18 48 54 20	2 2 2 4	18 8 15 80	844 844 840 823	22 47 24 8	9 8 0 0	55 38 33 0	18 46 50 25	18 8 17 75	844 844 840 822	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	39 50 11	1 1 1	5 4 17	5 13 1	24 48 17	9 10 3	43 37 50	6 3 1	29 11 17	837 844 843	39 49 12	5 4 17	25 52 17	45 32 50	25 12 17	837 845 843	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	56 39 6	0 3 0	0 14 0	13 6 0	43 29 0	9 11 2	30 52 67	8 1 1	27 5 33	839 846 829	57 37 6	0 16 0	45 32 0	31 47 67	24 5 33	839 847 829	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	41 20 15 24	0 1 2 0	0 9 25 0	6 5 4 4	27 45 50 31	8 4 2 8	36 36 25 62	8 1 0 1	36 9 0 8	836 846 850 841	37 22 16 25	0 9 25 0	32 45 50 31	32 36 25 62	37 9 0 8	836 846 850 841	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	38 38 21 4	2 1 0 0	10 5 0 0	8 7 3 0	40 35 27 0	7 9 4 2	35 45 36 100	3 3 4 0	15 15 36 0	843 841 838 836	36 40 20 4	11 5 0 0	44 35 30 0	28 45 40 100	17 15 30 0	843 841 839 836	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? <i>“I am interested in a career related to science, technology, engineering, or mathematics.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	32 36 19 13	2 1 0 0	12 5 0 0	5 9 4 0	29 47 40 0	8 6 4 4	47 32 40 57	2 3 2 3	12 16 20 43	843 843 839 832	30 38 18 14	13 5 0 0	33 47 44 0	40 32 44 57	13 16 11 43	844 843 841 832	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	75 0 25 0	0 0 0	0 0 0	0 0 0	0 0 0	0 1 0	0 100 0	3 0 0	100 0 0	819 836 836	75 0 25 0	0 0 0	0 100 0	0 0 0	100 0 0	819 836 836	 	 	 	 	 	

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N = Number